

**CAP 115/123 VRA Project**

Teacher Name:

Student Name:

CATEGORY	Below Expectations	At Expectations	Above Expectations	Score
<b>A. Purpose</b>	The purpose for writing is unclear or inconsistent.	Writing attempts to introduce the purpose of the text; attempts to define the context and scope of the topic and give some background of the image, but may not provide a focus that is a holistic, integrative, or original; purpose may be clear, but not provocative; ideas and passages may on the surface relate to thesis or may seem a little clunky; yet, overall purpose of the writing is detectable to intended audience.	Writing clearly and thoroughly introduces the <u>purpose</u> of the text; successfully defines the context or background and scope of the topic (analysis of the image); provides a focus that is a holistic, integrated, and an original interpretation of the image; purpose is both clear and provocative; ideas and passages work to support the interpretive <u>thesis</u> .	15
<b>B. Audience Awareness</b>	Writing lacks audience awareness; weak or sporadic in providing analysis of the image.	Writing is mostly effective for the intended audience, but may contain lapses in providing insight or analysis of the image; writing may provide details, but inconsistently integrate enough analysis; writing may include some weighty lines of explanation, sparse detail, or clumsy word choice that distract from the purpose of the essay; yet, overall writing demonstrates satisfactory audience awareness.	Writing is informative and valuable for the intended audience; effectively integrates rich and pertinent details and insights that engage readers in a transcendent understanding of the writer’s interpretation of the image and the evidence that supports that perspective.	15

## CAP 115/123 VRA Project

Teacher Name:

Student Name:

CATEGORY	Below Expectations	At Expectations	Above Expectations	Score
<b>C. Content (critical thinking, evidence, and integration)</b>	Writing does not effectively provide evidence, integration, or demonstrate critical thinking skills.	Writing incorporates the required number of sources and attempts to integrate perspectives, but may not fully provide a holistic understanding of the image; writing may lack a kind of cohesive critical reflection, yet it may demonstrate a compartmentalized understanding of issues; writing may leave gaps and depend on the reader to make connections; evidence is present, but may not be consistent or clearly connected in the text; writing may heavily rely on one perspective, rather than multiple perspectives to inform the writer's conclusions.	Beyond expectation, writing effectively incorporates the required number of sources and integrates perspectives in a way that lead to a holistic understanding of the image; writing succeeds in using rhetorical and critical implications toward a provocative interpretation of the image that is based on sound evidence; evidence is selective and integrated with sophistication and insight in support of the thesis; evidence demonstrates the writer's researched understanding of the specific image from several angles (rhetorically, politically, culturally, historically).	20
<b>D. Content (rhetorical analysis, and Cold War concepts)</b>	Writing may not follow assignment requirements; or, writing may have serious problems in the integration or documentation of sources.	Writing demonstrates an analysis of the image, but may not provide a full analysis; evidence or supporting arguments are present, but may not engage the audience throughout the text; writing may force rhetorical components or provide shallow or obvious observations; writing may only partially consider a larger context for the image or only deal with the symbolism at a surface level; writing may attempt to employ key concepts, but fall short of demonstrating an in-depth understanding.	Beyond sufficiency and appropriateness, writing demonstrates a close analysis of the visual text, and uses evidence or supporting arguments in a way that engages the audience – clearly, logically, informatively, and persuasively; writing specifically and fully addresses the rhetorical situation that informs the representation; writing specifically and fully addresses the larger context from which the image extends; writing clearly articulates an understanding and analysis of the symbolism and historical significance of the image; writing effectively employs key terms and concepts related to the culture of the Cold War.	20

## CAP 115/123 VRA Project

Teacher Name:

Student Name:

CATEGORY	Below Expectations	At Expectations	Above Expectations	Score
<b>E. Writing Quality</b>	Writing lacks appropriate form and structure and demonstrates weak understanding or organizational strategies; writing shows some major problems recognizing appropriate language forms for given audience.	Writing mostly demonstrates an understanding of how form and structure help to make meaning; texts are shaped logically and in ways that craft relationships among the ideas, but may lack effective transitions or may not sustain reader's interest because a troublesome passage or a lack of overall cohesion; writing presents language that is appropriate for the given audiences, but some passages may be overly formal or friendly or demonstrate syntactic ruffles that interrupt the flow of the writing.	Writing demonstrates a sophisticated understanding of how form and structure help to make meaning; texts are shaped logically and in ways that craft relationships among the ideas, employing logical transitions from one section/paragraph to another, sustains reader's interest with clarity and cohesion of paper structure and precise word choice; writing provides accurate and appropriate documentation of sources; writing puts forth a voice, tone, and style that are in accordance with purpose and audience; writer demonstrates deliberate attention to syntax, vocabulary, and grammar; writer presents a clean project.	20
<b>F. Presentation</b>				10
<b>G. Engage the writing process thoughtfully</b>	Writing demonstrates little or no serious engagement on the part of the author in collaborative activities. Outside help was either ignored or used uncritically.	Writing appears to have benefited from collaborative activities. The author attempted to participate in peer review workshops, but may not have thoughtfully considered outside (peer, tutor, teacher) suggestions or demonstrated strong revision strategies.	Writing demonstrates a willingness on the part of the author to discuss ideas and texts with other writers. The author made considerable effort to participate in peer review workshops.	check

**Project Score:**

100.00

<b>Comments</b>
-----------------

14-15 = A; 11-13.9 = B; 9-10 = C; 6-8.9 = D; 0-5.9 = F

same as Category A

Comments
18-20 = A; 15-17.9 = B; 12-14.9 = C; 9-11.9 = D; 0-8.9 = F
same as Category C.

Comments
same as Category C.
enter score from separate rubric
This category may serve to raise or lower student's grade as the professor deems necessary.